

TOPIC : The Summer of the Beautiful White Horse by William Saroyan (Snapshots) Lesson 3

Pre-Content/content Post-Content	Learning Outcome/Objectives	
<u>Pre- Content</u>	General	Specific
Ask the students to try to remember a summer when everything seemed to go right, a summer they wish they could live over again. Show a video clipping <u>Content:</u> The story is about narrator's cousin Mourad and a beautiful white horse. One fine summer morning, Mourad brings a white horse for riding. Thus he explains, how the horse riding was full of thrill....Moreover it tells how they got the horse and the story behind it..... ➤ Reading ➤ Comprehension ➤ First person narrative ➤ Characterization ➤ Poetic device ➤ Discussion <u>Post Content</u> • Beyond the text discussion, Extra Questions(HOTs) to be discussed. Debate , Life Skill, Value based questions Experiential Learning	The students will be able to: participate in the class discussion develop reading skills. summarize facts and inferences to evaluate text to answer questions point out the conflict between the traditions and the worldly pleasures expand sensitivity to the feelings and emotions of others analytically write character sketch of central character identify the figure of speech used express their views in clear and grammatically correct language Values incorporated: trust, honesty, Compassion	The students will be able to: reminisce and speak about their experiences. read with proper word stress and pronunciation reflect and answer factual, inferential, evaluative and reference to context questions resolve the conflict between their fanciful desire of riding a horse and to do justice to the reputation of their tribe which was famous for honesty. justify the act of returning the horse establish a connection with characters by analyzing and empathizing with them. use specific examples from the text to bring out some of the notable characteristic traits of the two boys. recognize the technique of repetition and mention its use in context. apply the literal, interpretative and critical level in analyzing a short story.

Homework/ Assignment:

1. Bring out the significance of the White Horse in Saroyan's story.
2. 'I didn't want both of us to be liars'? Who spoke these words and in what context?

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Instruct students to research on the Garoglanian tribe, Armenian culture and locate on world map. Video of the story will be shown for better understanding class discussion on an unforgettable summer Initiate explanation of the text and gradually involve students to interpret the lesson and discussion of comprehension questions. (ANNEXURE 1A [Pg 8&9 Sanpshots]) Discuss about the unique features of First person narrative. Highlight the qualities of the central characters. Encourage students to identify the message as reflected in the lesson Conduct an Activity – Creative Monologue (Annexure A) Provide Response Sheet	Students will research on Armenia and Garoglanian tribe. Find out about the origin of the language and their culture. Share their experiences and their desires Put forth their views through interaction. Analyze the text critically. Skim and infer the answers from the text and also from the content sent through class ID (Annexure 1a) Write examples from the text to justify it as first person narrative Compare the characteristics of Mourad and Aram. Draws a contrast between Uncle Khosrove and John Byro through a flow chart. As Mourad, write a Diary Entry highlighting his justification of his deeds as reflected in the lesson. Prepare a monologue based on the character's perspective. (Annex a) Complete the Response Sheet	Teacher will write her observations after the completion of the topic/s

Teaching Aids: Active Inspire, Textbook, Worksheet, internet, video,

Methodology/ innovative methods: Reading, Interactive discussion, Research , Collaborative Learning Brainstorming,

Interdisciplinary Links: Value Education (honesty), Psychology, History

Coordinator

Vice-Principal

Principal

Experiential Learning

Lesson: The Summer of the Beautiful White Horse

Activity name	Creative Monologue
Level	XI
Skill	Interpreting , Creative writing, Speaking
Time	2 periods Of 40 minutes each
Grouping of students	Individual
Materials	Pens and papers for each pair

Learning Outcomes: The students will be able to:

- apply the literal, interpretative and critical level of comprehending.
- analyze the character, organize and present ideas coherently.
- express in clear and grammatically correct English.
- Apply the literal, interpretative and critical level in analyzing a short story.

Teacher Activity- Teacher will:

- refer to the lesson
- provide the students with the content/ of the lesson
- present a sample creative monologue from any other chapter
- share feedback to sum up the session.

Student Activity- Students will:

- choose a character from the chapter
- prepare a monologue based on the character's perspective.
- present their monologues
- give feedback on the performance and
- analyze how well the character's emotional perspective was understood / interpreted.

Stages:

- Setting up (giving instructions – guidelines, objectives, time limit): 5 minutes
- Preparation - 5
- presentation time: 25 minutes
- Discussion and peer feedback: 5 minutes
- Technique : Individual speeches

WORKSHEET

A. Very short answers

1. The story is of which two characters?
2. What incident occurred when the narrator was of 9 years?
3. What did the narrator's family think of Mourad?
4. Which tribe in the story has been described as capricious and vagrant?

B. Find the word from the lesson which refers to the meanings given below :

1. Greatness –
2. Religious –
3. Changing behaviour –
4. A four wheeled carriage –

C. Identify the character by the dialogues given below :

Dialogue	Name of the character
1 "Will you let me ride alone?"	1.
2. " I have a way with a horse"	2.
3. " Pay no attention to it"	3
4. "Tooth for tooth," he said	4.
5. " I don't want both of us to be liars"	5.